

Technical Assistance Meeting and Bidders Conference
LEARN AND SERVE AMERICA K-12 SCHOOL-BASED PROGRAMS
Registration Form

School District: _____

Name of Contact: _____

Title: _____

Address: _____

Phone: _____

Fax: _____

Please fax or mail this information to the address below. Registrations will close **Thursday, June 1, 2006.**

Complete and

Return to: **Crystal Morris-Crenshaw**
State Dept. of Education
Bureau of Health and Nutrition Services and
Child/Family/School Partnerships
25 Industrial Park Road
Middletown, CT 06457
Phone: (860) 807-2123
Fax: (860) 807-2127

TO: Superintendents of Schools
Elementary, Middle and High School Principals
Charter School Directors, Magnet School Directors
Regional Education Service Center (RESC) Directors

FROM: George A. Coleman, Associate Commissioner
Division of Teaching and Learning Programs and Services

DATE: June 2, 2006

SUBJECT: Learn and Serve Grant Request for Proposals

Pursuant to P.L. 103-82, "The National and Community Trust Act of 1993" (Federal Statute 42 USC, 12 501 et. seg.), Learn and Serve America K-12 School-Based Program funds are available for school districts to provide school-based, service-learning initiatives for school-aged youth.

The focus of the Request for Proposals (RFP) is to assist school districts in providing service-learning activities to students in grades K-12. Service-learning promotes student learning through active participation in thoroughly organized services that:

- are conducted in and meet the needs of the community;
- are coordinated with an elementary or secondary school and the community;
- foster civic responsibility;
- are integrated into and enhance the academic curriculum of the students; and
- include structured time for the students to reflect on the service experience.

School districts are required to partner with at least one community-based organization and are the only entities eligible to apply for grants to implement, operate or expand school-based, service-learning programs.

Applications, IRRESPECTIVE OF POSTMARK DATE AND MEANS OF TRANSMITTAL, must be received at 25 Industrial Park Rd., Middletown, 4:30 pm on Monday, July 10, 2006. EXTENSIONS SHALL NOT BE GIVEN.

A bidders' conference to review the parameters of this Request for Proposal will be held by Dr. Agnes Quinones, Program Manager, on **June 15th at 1 pm** at the Department of Education, 25 Industrial Park Road, Middletown, conference room 3. Attendance at the bidders' conference is optional. Space is limited, so only one person from each agency may attend.

If you have any questions related to the Learn and Serve Grant program, please contact Dr. Agnes Quinones at (860) 807-2126 or e-mail at agnes.quinones@ct.gov.

GAC:aq

cc: Dr. Betty J. Sternberg, Commissioner of Education

CONNECTICUT STATE DEPARTMENT OF EDUCATION

*Division of Teaching and Learning
Programs and Services*

**BUREAU OF HEALTH AND NUTRITION SERVICES AND
CHILD/FAMILY/SCHOOL PARTNERSHIPS**

Request for Proposals

**LEARN AND SERVE AMERICA
K-12
SCHOOL-BASED PROGRAMS**

2006 to 2009

Purpose: Learn and Serve America K-12 School-Based Program is a subtitle of the National and Community Service Trust Act. Learn and Serve America K-12 School-Based Program supports school-based service-learning initiatives for school-aged youth.

Under Public Law: 103-82, The National and Community Service Trust Act of 1993 (Federal Statute 42 USC 12501, et. seq.)

Application Due: July 10th, 2006

Published: May 25, 2006

CONNECTICUT STATE DEPARTMENT OF EDUCATION



Dr. Betty J. Sternberg
Commissioner of Education

IT IS THE POLICY OF THE CONNECTICUT STATE BOARD OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE DISCRIMINATED AGAINST UNDER ANY PROGRAM INCLUDING EMPLOYMENT, BECAUSE OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, NATIONAL ORIGIN, ANCESTRY, MARITAL STATUS, SEXUAL ORIENTATION, MENTAL RETARDATION, AND PAST/PRESENT HISTORY OF MENTAL DISORDER, LEARNING DISABILITY AND PHYSICAL DISABILITY.

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I. PURPOSE OF PROGRAM AND GENERAL INFORMATION

In September, 1993, the President signed into law the National Community Service Trust Act, which created the Corporation for National Service (the Corporation). The Corporation's mission is to engage Americans of all ages and backgrounds in community-based service. This service will address the nation's education, public safety, human, and environmental needs to achieve direct and demonstrable results.

General information on service-learning may be obtained from the National Service-Learning Cooperative Clearinghouse by calling 1-800-808-SERVE, or on its website address URL: (<http://www.nicssl.coled.umn.edu>).

Under the Learn and Serve America K-12 School-Based Program for school-age youth, The Connecticut State Department of Education supports programs that engage students of different ages, races, genders, ethnic groups, physical or cognitive disabilities and economic backgrounds in a variety of service-learning activities. Selected programs will be funded which engage school teachers in planning/implementing, operating, or expanding high-quality service-learning programs in elementary and secondary schools, provide youth with opportunities to learn and develop their own capabilities through service-learning and engage young people in meaningful service to their communities as a means of enriching their academic learning, promoting personal growth and helping them develop skills needed for productive citizenship.

Over the three year period (2006 to 2009) the Connecticut State Department of Education intends to increase the number of teachers trained in and using service-learning methods of instruction, the numbers of students participating and the number of schools offering high quality service-learning opportunities which address unmet needs in education, public safety, human service and the environment.

As defined in federal law, "service learning" is a method of teaching and learning (instruction) under which students learn and develop through active participation in thoughtfully organized service that:

- **is conducted in *and* meets the needs of a community;**
- **is coordinated with an elementary or secondary school *and* with the community;**
- **helps foster civic responsibility;**
- **is integrated into and enhances the academic curriculum of the students; and**
- **includes structured time for the students to reflect on the service experience.**

II. WHAT KINDS OF PROGRAMS ARE ELEGIBLE?

A local educational agency (LEA) or Regional Education Service Center (RESC) must act as the fiscal agent for the application and for the local LEA/Partnership, which is required, to be eligible for this grant program. Incentive grants to local LEA/Partnerships for planning/implementation, operation or expansion of service-learning programs will be funded. The Connecticut State Department of Education will not award grants for planning purposes only. The proposal should be designed to increase the number of teachers and schools using service learning methods of

instruction, and service-learning opportunities for students – which target specific, unmet Connecticut priority needs in the community or region. Therefore, proposals must demonstrate how teachers and students engage in a service-learning program that responds to one or more of the following priority unmet community needs:

School Success: Improving the educational achievement of school-age children and adults who lack basic academic skills;

Public Safety: Increasing public safety and reducing the incidence of youth violence through crime prevention;

Human Needs: Providing independent living assistance and home and community-based health care, rebuilding neighborhoods and helping people who are homeless or hungry;

Homeland Security: Providing Emergency Preparedness Programs for different generations of local communities and population; and

Environment: Reducing community environmental hazards, conserving, restoring and sustaining natural habitats.

Applicants for CT Learn and Serve America grants, and teachers and students, who participate in funded projects, will be encouraged to “think globally, but act locally” and target their service efforts to local/regional unmet priority needs (listed above). In preparing the proposal, applicants are required to describe:

1. How a diversity of students will be involved in the design of service-learning projects/activities (including the identification of unmet service needs) and the operation of the program.
2. How cultural sensitivity will be promoted in the operation of service-learning projects and activities.
3. How the district’s and school’s service-learning strategy is integral to education reform and school improvement efforts.

III. ELIGIBLE APPLICANTS AND BIDDERS CONFERENCE

LEA/Partnerships that include at least one local education agency (LEA) and one or more community partners are the only entities eligible to apply for grants to plan/implement, operate, or expand school-based service-learning programs. The partnership must include a public safety, homeland security, human, or environmental representative. In addition, the nonprofit organization must have been in existence for at least one year before applying for a grant and must make projects available to student participants. The partnership may also include a private for-profit business or private elementary or secondary school.

The LEA/Partnership (of two or more entities) must enter into a written agreement specifying the partnership’s goals and activities as well as the responsibilities, goals, and activities of each partner, prior to receiving a grant award.

An LEAs or RESC must act as the fiscal agent for the applicant LEA/Partnership.

Bidders Conference: Prospective applicants should attend the bidders’ conference on **Thursday June 15th, 2006 from 1:00 pm–3:00 pm at the Department of Education, 25 Industrial Park Road, Middletown.**

IV. PRIORITY CONSIDERATION WILL BE GIVEN TO PROJECTS WHICH

- Involve communities with the greatest need for assistance (e.g. high concentration of low-income families) – that is, the **Urban and Priority School Districts**;
- Involve **interdistrict cooperation** (e.g. two or more school districts) in the development and program operation; build partnerships with multiple community-based agencies, and engage teachers and students from multiple schools; and
- Are **cost effective**.

V. FUNDS AVAILABLE

\$182,395 of federal funds are anticipated to be available to the Connecticut State Department of Education in fiscal year 2006-07 to fund service-learning LEA/partnership programs. A minimum of four grants will be awarded, up to a maximum of \$50,000 each. The range of awards will vary from \$20,000 to \$50,000.

Proposals are to be based on the expectation of a three year program with increasing local support. Only funds for the first year (Sept. 30, 2006 to Sept. 1, 2007) are to be included in the budget amount requested. Continued funding, after the first year, will be based on satisfactory performance being made toward meeting the program goals and objectives, completing all program evaluation requirements (including supplying students test scores, grades and portfolios); and the availability of federal funds.

VI. SELECTION CRITERIA/REVIEW PROCESS

Applications submitted to the Connecticut State Department of Education will be evaluated on the merits of quality, sustainability, innovation, and replicability of the proposal. (Please refer to the Review Criteria/Rating Form in Section XVIII):

A. QUALITY – two parts (80 points maximum).

1. Concept and design (40 points maximum).

- a. The program addresses priority unmet community needs;
- b. The program involves student participants from diverse backgrounds (including economically disadvantaged youth);
- c. The 2006-2009 goals and objectives of the program are appropriate and effective vehicles for promoting school-based service-learning;
- d. The program will provide productive, meaningful educational experiences that incorporate service-learning methods;
- e. The program will advance knowledge about how to do meaningful, effective and innovative service to the community through service-learning;
- f. The program will promote cultural sensitivity in the provision of high-quality service-learning;

- g. The program will involve student participants in the design, leadership and operation of the program;
- h. The program will promote civic engagement and homeland security needs at the local level; and
- i. The extent that the service-learning program is integral to educational reform and school improvement efforts.

**2. Organizational capacity and Personnel Information:
Capacity Building and Evaluation Plans (40 points maximum).**

- a. The quality of the LEA/Partnership, experience of key personnel in administering service-learning programs, and the extent to which the proposed program builds on existing (related) programs;
- b. The LEA/Partnership's track record demonstrating its capacity to organize and facilitate partnerships in the community to be served; *and* to conduct programs of professional development;
- c. The program has sound plans and processes for professional development and training of teachers and (as appropriate) community-based agency staff and adult volunteers in service-learning methods and supervision of students; and
- d. An evaluation plan to document and assess the effectiveness of the program design and activities, such as changes in student knowledge, (formal/informal) skills and attitudes and the areas of community and institutional impacts, and plans to recognize and disseminate successful results.

B. SUSTAINABILITY (20 points maximum)

The sustainability of the program, demonstrated by:

- 1. Strong and broad-based community support and the existence of or intent to complete a written LEA/Partnership agreement, prior to a grant award;
- 2. Collaborative efforts among local educational agencies, non-profit community-based agencies, local government agencies, businesses, state agencies, parent groups, volunteer groups, etc.;
- 3. Multiple sources of local and private matching resources, described in the budget narrative; and
- 4. Coordination with other federally assisted education and community development or renewal activities.

C. INNOVATION AND REPLICABILITY (10 points maximum)

The innovation and feasibility of replicating the program.

D. PRIORITY CONSIDERATION (20 points maximum)

Priority for funding will be given to projects that:

1. Involve communities in greatest need of assistance, (e.g. concentration of low-income families) – that is Urban and Priority School Districts;
2. Involve inter-district cooperation (e.g. two or more school districts) in development and program operation, build partnerships with multiple community-based agencies, and engage students from multiple schools;
3. Are cost effective (total cost per student participant/per hour of service, and the amount and sustainability of matching community/local, state and federal resources.); and
4. Emphasize civic engagement and homeland security in the program.

VII. DEADLINE AND USE OF APPLICATION FORM

Applications (original and 2 copies), IRRESPECTIVE OF POSTMARK DATE AND MEANS OF TRANSMITTAL, must be **received by 4:30 p.m. on July 10th, 2006.** EXTENSIONS SHALL NOT BE GIVEN. Applications may be mailed or hand delivered to:

Agnes Quiñones, Ph.D.
Connecticut State Department of Education
Bureau of Health and Nutrition Services and
Child/Family/School Partnerships
25 Industrial Park Road
Middletown, CT 06457

ONLY THE ENCLOSED APPLICATION FORM MAY BE USED. THIS FORM MAY BE COPIED ONTO A WORD PROCESSING PROGRAM. (HOWEVER, MODIFICATIONS WILL NOT BE ACCEPTED.)

VIII. WHAT NEEDS TO BE INCLUDED IN THE APPLICATION

The application must contain the following components in this order:

- A. Title page (Superintendent's signature form);
- B. Abstract (one page);
- C. Program narrative (not to exceed 10 pages);
- D. Budget form and budget narrative;
- E. Federal Certification and Assurances Signature Form (Superintendent);
- F. Certification that a Current Affirmative Action Plan is on File and Certification that a Current Statement of Assurances is on File (Superintendent's signature form); and
- G. Appendices.

The following information describes requirements for each component.

A. TITLE PAGE

Include proposed program title, legal applicant, project director, etc. (complete the form provided).

B. ABSTRACT

Attach a one-page, double-spaced summary following the title page. It should describe the following:

- goals and objectives;
- proposed activities; and
- expected outcomes.

C. PROGRAM NARRATIVE

This portion of the proposal, **not to exceed 10 typed, double-spaced pages**, should cover a period of **one year**. The program narrative must describe the following:

- overview: needs, three-year goals and 2006-2007 objectives;
- design and activities;
- quality control and evaluation process;
- sustainability;
- organization and capacity building; and
- innovation and replicability.

The questions under each section which follow are not prescriptive but illustrative.

1. Overview: Needs, Demographics, Goals and Objective

Needs. How will the LEA/Partnership target one or more specific unmet educational, public safety, human, or environmental needs.

- What process was used to determine community needs?
- Who was involved in making the determination?
- How will students be involved in identifying/researching needs?

Demographics. How will the LEA ensure a diverse student participant mix (different ages, grade levels, races, genders, ethnic groups, physical or cognitive disabilities, and economic backgrounds)?

- What will be the geographic breakdown of schools and service sites (rural, suburban, urban, etc.)?
- What will be the proposed number of student participants and their socio-economic and racial/ethnic characteristics? Are opportunities to participate assured for economically and educational disadvantaged youth and individuals with physical or cognitive disabilities?

Goals and Objectives. State the three-year goals and 2006-2007 objectives of the program.

- What are the desired, time-phased, and measurable outcomes?
- What is your expected student participant impact? How many students will participate? What grade levels and curricula areas and what knowledge, skills, and attitudes will students achieve as a result of service-learning? How many hours of direct service will be provided by students?
- What is the expected community impact? Who are the community partners? For example, what local organizations will benefit; what population will be service recipients; and what improvements will result from student service-learning projects/activities?
- How will the program's service-learning approach be integral to school improvement initiatives, school-to-career and education reform efforts?

- What professional development will teachers receive to integrate service-learning methods into academic curricula? What other capacity building functions will be supported to institutionalize service-learning?

2. **Design and Activities Process.**

- How will goals and objectives build on existing service-learning activities in the local community? For example, what current service-learning programs or other student volunteer community service opportunities exist, and what will their relationship be to the proposed LEA/partnership program?
- Who was involved in developing the proposed program? How were students and teachers involved?
- Will the LEA use or establish an advisory committee? How?
- How will a diversity of organizations and interests be involved (e.g., non-profit community-based agencies, service recipients, youth-serving agencies, youth, parents, teachers, administrators, labor, business, and individuals with disabilities)?

Activities. What types of service-learning activities will be offered?

- How will the LEA ensure a broad range of activities/projects? Will students work individually or in teams/groups?
- How will these service-learning activities address community needs and be culturally sensitive?
- Will the LEA/Partnership involve adult volunteers and/or parents?
- What opportunities will be provided to students to reflect on their service-learning experiences? For example, what approaches will be used to incorporate reflection into the classroom and/or at the local service site?
- Is there a policy linking the number of academic credits awarded for specific kinds and amounts of service?
- How will the program promote public awareness of students' service-learning experiences and recognize exemplary service?
- How will student participants be supervised? Transported to service site(s)?

3. **Organizational Capacity, and Personnel Information Capacity Building and Evaluation Process:**

- What unique experience do the LEA(s) and **each** community partner bring to the partnership? How will the LEA/Partnership conduct program management and coordinate activities?
- Describe the experience of key staff members (project director, project evaluator, service-learning coordinator, etc.) or the LEA's plans to recruit for specific expertise.
- Who will need and receive training or other capacity building support (e.g. teachers, staff, organizations and agencies, community members, and other adults)? How will funds (a 10.5% minimum is required to be set-aside) be used for planning and capacity building? Who will provide service-learning training?
- What is the plan for evaluation and data collection? How will the achievement of goals and objectives be measured and timely implementation be monitored (e.g. telephone calls, written reports, and site visits)? How will the LEA provide on-going self (internal) evaluation (e.g. data collection, measuring outcomes, and assessing progress) to make improvements as needed?

Proposals must include the following statement:

In addition to its internal evaluation procedures, the program will meet all evaluation requirements established by the Connecticut State Department of Education as required by the Corporation for National Service, recognizing that the evaluation requirements from the Corporation are not yet finalized. Periodic performance reports will be submitted in compliance with the Connecticut State Department of Education and Corporation requirements. The applicant agency will fully cooperate with national evaluation efforts that are conducted under the auspices of the Corporation for National Service.

4. Sustainability. How will the LEA/Partnership sustain its service-learning opportunities for students after the Corporation funding is completed?

- How will the LEA/Partnership involve a wider range of organizations and resources in on-going program implementation?
- What are the responsibilities, and activities of each partner? Is there a written partnership agreement to implement the partnership's goals?
- What are the sources of matching funds/resources in the proposed budget? How will potential funding sources be identified?
- What commitment will be made to support service-learning activities after the Learn and Serve America funding expires?
- How and what other local, State, or Federal education and/or training, or community development initiatives will be linked to the service-learning program?

5. Innovation and Replicability

- How will the plan advance knowledge about effective and innovative service-learning methods of teaching and learning, support school improvement and strengthen the school and community?
- How will the LEA/Partnership assist others in Learning from experience and replicating the service-learning program concept?

6. Priority Consideration

- What priority considerations (See Section IV., on page 3) does the program proposal address?
- Describe why the program proposed should be given priority consideration.

D. Budget

Matching funds required, funding guidelines and restrictions.

There are five basic requirements concerning program funding for school-based service-learning programs:

- The federal (Corporation) share of the total cost of carrying out a funded program may not exceed 59 percent for the 2006-07 year and any subsequent year.
- Each Grantee (LEA/Partnership) shall provide for the remaining share (a minimum of 41 percent Match) of the cost of carrying out a funded program through a payment in cash or in-kind, and may provide for such share through State, local private or Federal Sources (other than Corporation funds made available through the national service laws).

- An LEA/Partnership applicant may not request Corporation (federal) grant funds for administrative costs for any fiscal year.
- Stipends, allowances, or other financial support may not be paid to any program participant (i.e., student) except as reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to program participation. Minor expenses for identification of service-learning participants or recognition of excellent or outstanding participant service are allowable.
- Corporation assistance may not be used to supplant State and local public funds that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal public expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
- Corporation assistance may not be used:
 - to provide religious instruction, conduct worship services, or engage in any form of proselytization;
 - to assist, promote, or deter union organizing;
 - to finance, directly or indirectly, any activity designed to influence the outcome of an election to any public office; or
 - to impair existing contracts for services or collective bargaining agreements.

Allowable costs include: Reasonable costs directly related to program or project operation associated with recruitment, training, placement, transportation and supervision of student participants, training of teachers and staff, coordination/technical assistance, evaluation and costs for materials are allowed. Salary and benefits for a service-learning coordinator and/or secretarial support may be included in the budget amount requested. No other salaries may be paid by this grant. The term service-learning coordinator means an individual trained in service-learning who identifies community partners for LEAs; assists in designing and implementing local partnership service-learning programs; provides technical assistance and information to, and facilitates the training of, teachers; and provides other services for a LEA. If costs for a service-learning coordinator are included in the budget, use budget code 111A or 111B as appropriate, on the budget form. Applicants may not request federal Corporation grant funds for administrative purposes.

Allowable costs for planning and capacity building. LEA/Partnerships must budget a minimum of 10.5 percent of requested federal grant funds for planning and capacity-building activities. The following planning and capacity-building activities are authorized by the March 23, 1994, Regulations of the Corporation for National Service:

1. providing training for teachers, supervisors, personnel from community-based agencies and trainers, conducted by qualified individuals or organizations experienced in service-learning;
2. developing service-learning curricula to be integrated into academic programs, including the age-appropriate learning components, for students to analyze and apply their service experience;
3. forming local partnerships to develop school-based service-learning programs;
4. devising appropriate methods for research and evaluation of the educational value of service-learning and the effect of service-learning activities on communities; and
5. establishing effective outreach and dissemination of information to ensure the broadest possible involvement of community-based agencies with demonstrated effectiveness in working with school-based youth in their communities. Costs may include: staff and

teacher training; technical assistance; site visits to other grantees or service-learning sites; evaluation; or other capacity-building activities, such as development and printing of materials; and coordination of capacity-building/training/technical assistance (i.e., consultants, facilities for training, resource materials, refreshments, registration and conference fees, stipends for substitute teachers, and in or out-of-state travel for attendance at workshops, conferences, site-visits, etc., which are part of planning and capacity-building activities for service-learning.)

Budget Form and Budget Narrative:

Both the prepayment budget request form (included in the Application Form) *and* a budget justification narrative must be completed as part of the application.

Budget Form ED 114: The “budget” column amounts should indicate how the grant funds (e.g. Corporation funds) requested will be expended by line item. In preparing the budget refer to Section V of this request for proposal for information on funds available. The “match” column amounts should show, by line item, local matching resources, both cash and in-kind. The “Total” column is the sum of the requested budget *plus* the local matching resources that is the Total local program cost/funding, by line item. In the “Total” line, near the bottom of the form, add the sum of the “budget” column and the “match” column to get the Total Program Costs in the “Total” column. The Line XPCB “Planning and Capacity Building” is a sub-total of pervious line items that are budgeted (i.e., set-aside) for allowable planning and capacity building functions. A minimum of 10.5 percent of the total federal budget requested must be budgeted for planning and capacity building functions.

Budget Narrative: For each line item contained in the budget form identify all other Matching funds and Total Program Cost/Funding for each line item:

<u>Line Item</u>	<u>Budget</u>	+	<u>Match</u>	=	<u>Total</u>
(Codes)	(Funds Requested from the Corporation for National Service)		(Other Federal/ State/Local/ Private Funds) Cash or In-kind)		(Total Program Costs/Funding 2006-07)

For each of the line items contained on the Budget Form, a full narrative explanation must be provided to explain the item, its purpose and show how the cost was calculated. Where estimates are used to arrive at a cost, the narrative should so indicate (e.g., travel should show the number of anticipated trips, for each trip the number of travelers, the purpose of the trip and destination when known, and the estimated cost per trip and the total).

Budget Narrative Matching

The total program match must represent not less than 41% of the total program cost. The matching funds must be auditable. The budget narrative must be completed both for budget funds requested from the corporation and for the match, which may include payments in cash or in-kind from other Federal/State/Local/Private funds. The narrative should describe how each line item relates to the proposed program objectives and the source of the matching funds.

Sources of matching funds *may* include, but are not limited to:

- Family Resource Centers and Head Start Programs;
- Youth Service Bureaus;
- Charter School Grants, etc.;
- Technology Infrastructure Grants; and
- Payments in cash or in-kind from other Local or Private funds.

The budget should be sufficient to perform the tasks described in the program narrative. It should not contain unexplained amounts for miscellaneous or contingency costs or unallowable line items such as stipends for students.

Briefly describe: Any major anticipated changes in the program for year two and year three; the anticipated amount of Corporation funds that may be requested; the anticipated matching funds; and the estimated total program costs for each year.

Briefly describe/document the cost-benefits of the proposed program for example: a) the total cost per student participant/per hour of direct community service and the Corporation's share of that cost per student; b) the amount and sustainability of matching funds from community resource (local, state, other federal and private) and c) other methods of documenting cost-benefit and increasing local support over the three year period.

Note: Definitions of terms used in the Learn and Serve America Program and Budget Object Codes are found in Appendix A.

E. Federal Certification and Assurances

Forms are provided on page 37.

F. Certification That A Current Affirmative Action Plan, Certification and Current Statement of Assurances are on file. (Superintendent's signature form page 37)

G. Appendices

This portion of the proposal is limited to five pages. Items could include: Partnership information; letters of support with details on LEA/Partnerships; and Other information concerning plans for sustainability of the service-learning strategy.

IX. AFFIRMATIVE ACTION INFORMATION

In accordance with the regulations established by the Commission on Human Rights and Opportunities, each applicant is required to have a completed Affirmative Action packet on file with the State Department of Education or must complete the Affirmative Action packet and submit it with the document.

X. OBLIGATIONS OF GRANTEES

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes Section 4a-60 and 4a-60a and Sections 4a-68j-1 et seq. of the regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

XI. FREEDOM OF INFORMATION ACT

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 3 of the Connecticut General Statutes. (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-200 to 1-242, inclusive. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

**XII. MANAGEMENT CONTROL OF THE PROGRAM AND GRANT
CONSULTATION ROLE OF THE CT STATE DEPARTMENT OF EDUCATION
PERSONNEL**

The grantee must have complete management control of this grant. While SDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

XIII. DATE OF LOCAL BOARD ACCEPTANCE

If it is not possible for you to obtain Board approval prior to July 10, 2006, please submit the application according to the timelines written herein. Send official Board approval no later than July 30, 2006.

XIV. ANNIE E. CASEY FOUNDATION

Applications that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

1. the collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the department;
2. the proposal or application submitted provides information detailing the activities which assure priority access to services to children, youth and families referred by the collaborative oversight entity; and
3. the applicant shall designate someone to act as liaison for the referral process.

XV. FACSIMILE (FAXED COPIES)

Facsimile (Faxed) copies of proposals/applications will not be accepted. Only proposals/applications with the original signatures will be accepted as timely filed.

XVI. REVIEW OF PROPOSALS AND GRANT AWARDS

The State Department of Education reserves the right to make grant awards under this program without discussion with the applicants. Therefore, proposals should be submitted in the most favorable terms from both a technical and cost standpoint. All awards are subject to the availability of funds.

Applications (original and 2 copies), IRRESPECTIVE OF POSTMARK DATE AND MEANS OF TRANSMITTAL, must be received by 4:30 p.m. on July 10th , 2006.
EXTENSIONS SHALL NOT BE GIVEN.

The State Department of Education will review and rate proposals according to the criteria presented in Sections VI and XVIII of this announcement.

DISTRICTS AWARDED FUNDS UNDER THIS GRANT PROGRAM ARE CAUTIONED NOT TO COMMIT SUCH FUNDS UNTIL AN OFFICIAL GRANT AWARD LETTER IS RECEIVED.

XVII. CONSULTATIVE ASSISTANCE

Dr. Agnes Quiñones, Education Consultant, Bureau of Health and Nutrition Services and Child/Family/School Partnerships, Division of Teaching and Learning Programs and Services, State Department of Education, will be available at (860) 807-2126, to answer questions regarding application procedures or proposal format.

XVIII. REVIEW CRITERIA/RATING FORM: SCHOOL-BASED LEARN AND SERVE PROGRAM

Applicant: _____ Reader No.: _____

Instructions: Give the program a score which best describes its attributes in each category.

Give the program a score as indicated at the end of each grading section.

Add the Total of the subsection scores, and the total rating score is.....

QUALITY (80 PTS)	EXCELLENT (5 pts)	GOOD (4pts)	ADEQUATE (3 pts)	WEAK (2 pts)	INADEQUATE (1 pt)
A. Concept and Design (40 points)					
Service-learning program meets unmet priority community needs in: (check) <input type="checkbox"/> school success <input type="checkbox"/> environment <input type="checkbox"/> public safety <input type="checkbox"/> homeland security <input type="checkbox"/> human needs					
Involves a diversity of students					
Three year Goals and 2006-07 objectives for service-learning are measurable & include: (check all that are stated) <input type="checkbox"/> students knowledge, skill, attitudes <input type="checkbox"/> community improvement <input type="checkbox"/> school institutional improvement <input type="checkbox"/> capacity building/professional dev. <input type="checkbox"/> evaluation/sustainability/partnerships					
Meaningful educational experience: (check) <input type="checkbox"/> for grade level(s) <input type="checkbox"/> in the curriculum area(s) <input type="checkbox"/> use of planned assessment methods (CMT, CAPT, SCANS skills, teacher observations, portfolios, etc.)					
Meaningful student service to the community: (check) <input type="checkbox"/> needs documented <input type="checkbox"/> students will research and identify needs					
Promotes cultural sensitivity/awareness <input type="checkbox"/> of students and staff <input type="checkbox"/> of community					
Students are involved in the design, leadership and operation of the program					
Service-learning instructional strategy is integral to and enhances school improvement and or school to career opportunities					
SUBTOTAL (maximum 40 points)					

XVIII. REVIEW CRITERIA/RATING FORM: SCHOOL-BASED LEARN AND SERVE PROGRAM

B. Organizational Capacity (40 PTS) personnel, Capacity Building, Evaluation	EXCELLENT (10 pts)	GOOD (8 pts)	ADEQUATE (6 pts)	WEAK (4 pts)	INADEQUATE (2 pt)
Quality of LEA/Partnership and the key Personnel builds on experience					
Experienced in facilitating partnerships					
Plans for training teachers/staff to build service-learning capacity in schools/agencies					
Evaluation and data collection plan to assess results and recognize success for: (check) () students () community improvement () institutional change (schools, agencies) () program strengths and needs for continued improvement					
SUBTOTAL (maximum 40 points)					
TOTAL (maximum 80 points)					

COMMENTS: QUALITY SCORE QUALITY A. *plus* B. (maximum 80 points): _____

SUSTAINABILITY (20 PTS)	EXCELLENT (5 pts)	GOOD (4 pts)	ADEQUATE (3 pts)	WEAK (2 pts)	INADEQUATE (1 pt)
Service-learning program has strong, broad based community support (multiple partners)					
Service-learning is a collaborative effort () written partnership agreement () process to continue to engage community					
Multiple local/private funding sources () matching resources					
Coordination with other federal programs: (check) () educational improvement (matching \$\$) () community improvement (matching \$\$)					
SUBTOTAL (maximum 20 points)					

COMMENTS: TOTAL SUSTAINABILITY SCORE (maximum 20 points): _____

XVIII. REVIEW CRITERIA/RATING FORM: SCHOOL-BASED LEARN AND SERVE PROGRAM

INNOVATION AND REPLICABILITY (10 points)	EXCELLENT (5 pts)	GOOD (4 pts)	ADEQUATE (3 pts)	WEAK (2 pts)	INADEQUATE (1 pt)
Program innovation					
Program replicability					
SUBTOTAL (maximum 10 points)					

COMMENTS: TOTAL INNOVATION AND REPLICABILITY SCORE (maximum 10 points): _____

PRIORITY CONSIDERATION (20 PTS)	EXCELLENT (5 pts)	GOOD (4 pts)	ADEQUATE (3 pts)	WEAK (2 pts)	INADEQUATE (1 pt)
Involves Urban and Priority School Districts					
Interdistrict Collaboration (two or more school districts in the program)					
Emphasis on Homeland Security and Civic Engagement					
SUBTOTAL (maximum 15 points)					

TOTAL PRIORITY CONSIDERATION SCORE (maximum 20 points): _____

TOTAL APPLICATION SCORE (maximum 125 points) _____

GENERAL COMMENTS:

APPENDIX: BUDGET OBJECT CODES

I. General Description

The Connecticut State Department of Education is using object code definitions from the United States Department of Education publication “Financial Accounting for Local and State School Systems.” Per federal definition, an-object is used to describe the service or commodity obtained as the result of a specific expenditure. There are nine major object categories which are defined below. These major object categories which are defined below. These major categories use a single digit followed by two zeroes; more specific object classifications replace one or both of the zeroes with other figures. (e.g. the major category “Supplies” is code 600. At the second level of detail, the code is 610 for “General Supplies”, 620 for “Energy Supplies”, 630 for “Food Supplies” and 640 for “Books and Periodicals” into “Textbooks” and “Library Books”, respectively.)

An analysis of object code usage throughout the department has allowed us to develop the attached master budget with 30 object codes of varying levels of detail. A standard description of each is also provided. For a specific grant, it may be necessary to modify what can be included in a given object based on your particular grant legislation. Please review the instructions for specific grant budget development carefully before requesting an ED 114 form from the Bureau of Grants Services.

II. Major Object Code Definitions

100 Personal Services – Salaries

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

200 Personal Services – Employee Benefits

Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.

300 Purchased Professional and Technical Services

Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

400 Purchased Property Services

Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

500 Other Purchased Services

Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

600 Supplies

Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

800 Other Objects

Amounts paid for goods and services not otherwise classified above.

900 Other Uses of Funds

This series of codes is used to classify transactions which are not properly recorded as expenditures to the grantee but require budgetary or accounting control. These include redemption of principal and interest on long-term debt, housing authority obligations, and fund transfers.

III. Master Budget Form Object Code Descriptions/Includable Items

111A Administrator/Supervisor Salaries

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

111B Teachers

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

112A Education Aides

Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.

112B Clerical

Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.

119 Other

Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries, and food service personnel.

200 Personal Services-Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

321 Tutors (Instructional Non-Payroll Services)

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

- 322 In-service (Instructional Program Improvement Services)**
Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.
- 323 Pupil Services (Non Payroll Services)**
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips**
Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
- 325 Parental Activities**
Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.
- 330 Other Professional/Technical Services**
Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.
- 331 Audit**
Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 330 as many grants do not include this cost as eligible grant expenditure.
- 400 Purchased Property Services**
Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rentals – costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services – expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) – payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applicants what is an allowable purchased property service under a grant program. The review of the budget justification should reveal the existence of any unallowable item.
- 510 Pupil Transportation**
Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.
- 530 Communication**
Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.
- 560 Tuition**
Expenditures to reimburse other educational agencies for instructional services to pupils.

- 580 Travel**
Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.
- 590 Other Purchased Services**
All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530, 560, 580 or 590. These include: Insurance Costs (other than employee benefits) – payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding – publication costs, and Advertisement – any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads, and the purchase and sale of property.
- 611 Instructional Supplies**
Expenditures for consumable items purchased for instructional use.
- 612 Administrative Supplies**
Expenditures for consumable items directly related to program administrative (non-instructional) activities.
- 641 Textbooks**
Expenditures for textbooks, workbooks, textbook binding and repair.
- 642 Library Books (and Periodicals)**
Expenditures for library books, reference books, periodicals and newspapers that are purchased for use by the school library.
- 690 Other Supplies**
Allowable Expenditures for any other supply which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies, and transportation supplies.
- 700 Property**
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. For most grants only equipment such as computers, duplicating machines, furniture, and fixtures is allowable and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category if allowable under grant legislation are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 400 – Purchased Property Services. In accordance with the Connecticut State Comptroller’s definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life or more than one year.
- 890 Other Objects (Miscellaneous Expenditures)**
Expenditures for goods or services not properly classified in one of the above objects included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.
- 940 Indirect Costs**
Costs incurred by the grantee which are not directly related to the program but are a result thereof. Beginning Fiscal Year 1998, grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.

STATE DEPARTMENT OF EDUCATION
Hartford, Connecticut
Application Form: Learn and Serve America K-12 School-Based Program
FY 2006-09

INSTRUCTIONS

Use this format only. This form may be copied onto a work processing program, modifications will not be accepted. Proposals (original and 2 copies), irrespective of postmark date and means of transmittal, **must be received by 4:30 p.m. on July 10, 2006. Extensions shall not be given.**

1. PROPOSAL TITLE: _____

2. LEGAL APPLICANT: _____

Contact Person's Name: _____

Address: _____

City, State, Zip: _____

Phone/Fax: _____

Applicant's _____

3. LEA PROGRAM DIRECTOR: (Contact Person) _____

Address: _____

City, State, Zip: _____

Phone/Fax: _____

4. BUDGET: **Corporation (Federal*) Funds Requested:** \$ _____ % _____ *

Matching Funds: \$ _____ % _____ (min.41%)

Total Program Funding/Cost: \$ _____ % _____ 100%

(set-aside of federal \$\$ for Planning and Capacity Building) \$ _____ % (*min.10.5%)

5. DURATION OF PROGRAM: Start Date: _____ End Date: _____

6. ANTICIPATED NUMBER of Schools Involved:	ANTICIPATED NUMBER of Teachers Trained:	ANTICIPATED NUMBER of Student Participants:	ANTICIPATED NUMBER of Adult Volunteers:
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7. NAME (s) of LEA's Partnership Organization (s) for this application: _____

8. This application for federal funds for a three year plan for planning/implementation, operation or expansion of service-learning methods of teaching and learning, will involve:
(CHECK ALL THAT APPLY)

Educational Levels:

ELEMENTARY: _____

Grades: _____

MIDDLE: _____

Grades: _____

SECONDARY: _____

Grades: _____

Curriculum Areas:

Language Arts/English _____

Interdisciplinary Units _____

English as a Second Language _____

(Themes) _____

Mathematics _____

Science _____

Social Studies/Civics _____

Health and Safety Ed. _____

Applied Technology _____

Any Other Curriculum Areas _____

Addresses one or more of the unmet priority needs of the community/region:

School Success _____

Public Safety _____

Human Needs _____

Environment _____

Homeland Security _____

9. Date of Local Board Acceptance

Month

Day

Year

10. I HEREBY CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND ACCURATE TO THE BEST OF MY KNOWLEDGE AND BELIEF.

Signature of Superintendent of Schools,
RESC Director, or Director of a
cooperative arrangement on behalf of two
or more local or regional boards of education

B. ABSTRACT: (one page only, double spaced)

C. Program Narrative (not to exceed 10 pages, double spaced)

GRANTEE NAME:		VENDOR CODE:		
GRANT TITLE: LEARN AND SERVE AMERICA K-12 SCHOOL-BASED PROJECT TITLE: CORE-CT CLASSIFICATION: FUND: SPID: PROGRAM: BUDGET REFERENCE: CHARTFIELD1: <div style="text-align: right;">CHARTFIELD 2:</div>				
GRANT PERIOD: / / - / /		AUTHORIZED AMOUNT: \$		
AUTHORIZED AMOUNT by SOURCE:		CURRENT DUE: \$		
LOCAL BALANCE: \$		CARRY-OVER DUE: \$		
CODES	DESCRIPTIONS	BUDGET	MATCH	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES			
111B	TEACHERS			
112A	EDUCATION AIDES	XXXXXXXXXXXXXX		
112B	CLERICAL			
119	OTHERS			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS			
322	IN SERVICE			
323	PUPIL SERVICES	XXXXXXXXXXXXXX		
324	FIELD TRIPS			
330	OTHER PROFESSIONAL TECHNICAL SERVICES			
331	AUDIT	XXXXXXXXXXXXXX		
400	PURCHASED PROPERTY SERVICES			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION	XXXXXXXXXXXXXX		
580	TRAVEL			
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLES			
612	ADMINISTRATIVE SUPPLIES			
641	TEXTBOOKS			
642	LIBRARY BOOKS			
690	OTHER SUPPLIES			
700	PROPERTY			
890	OTHER OBJECTS			
940	INDIRECT COSTS	XXXXXXXXXXXXXX		
	TOTAL			
XPCB	PLANNING AND CAPACITY BUILDING		XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX

_____ ORIGINAL REQUEST DATE

_____ REVISED REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

<u>Code #</u>	<u>Description</u>	<u>Budget</u> + <u>Match</u> = <u>Total</u> <u>(Amount Requested)</u>
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**Policies related to
Certifications and Assurances**

Certification Requirement for Subgrant Agreements

The applicant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the Corporation.

Certification Inclusion in Subgrant Agreements

The applicant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” provided by the Corporation, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

Certification of Subgrant Principals

A grantee may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A grantee may decide the method and frequency by which it determines the eligibility of its principals. Each grantee may, but is not required to, check the Non-procurement list.

Prudent Person Standard

Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a grantee is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Terms of Certifications

Inability to Certify

The inability of a person to provide the certification required below will not necessarily result in denial of grant. You shall submit an explanation of why it cannot provide the certification set out below. The certification or explanation will be considered in connection with the Corporation determination whether to enter into this transaction. However, failure to furnish a certification or explanation shall disqualify you for a grant.

Erroneous Certification

The certification in this clause is a material representation of fact upon which reliance was placed when the Corporation determined to enter into this transaction. If it is later determined that the applicant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the Corporation may terminate this transaction for cause or default.

Notice of Error in Certification

The applicant shall provide immediate written notice to the Corporation to whom this proposal is submitted if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Definitions

The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. An applicant shall be considered a “prospective primary participant in a covered transaction” as defined in the rules implementing Executive Order 12549. You may contact the Corporation for assistance in obtaining a copy of those regulations.

Certification Requirement for Subgrant Agreements

The applicant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the Corporation.

Certification Inclusion in Subgrant Agreements

The applicant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” provided by the Corporation, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

Certification of Subgrant Principals

A grantee may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A grantee may decide the method and frequency by which it determines the eligibility of its principals. Each grantee may, but is not required to, check the Non-procurement List.

Prudent Person Standard

Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a grantee is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Non-Certification in Subgrant Agreements

Except for transactions authorized under paragraph 6 of these instructions, if a grantee knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.

Drug-Free Workplace

The grantee certifies that it will provide a drug-free workplace by:

- 1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition;

- 2) Establishing a drug-free awareness program to inform employees about -
 - The dangers of drug abuse in the workplace,
 - The grantee's policy of maintaining a drug-free workplace.
 - Any available drug counseling, rehabilitation and employee assistance programs, and
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- 3) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (1);
- 4) Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the grant, the employee must:
 - Abide by the terms of the statement, and
 - Notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five days after such conviction.
- 5) Notifying the Corporation within ten days after receiving notice under subparagraph (4) (b) from an employee or otherwise receiving actual notice of such conviction;
- 6) Taking one of the following actions, within 30 days of receiving notice under subparagraph (4) (b), with respect to any employee who is so convicted-
 - Taking appropriate personnel action against such an employee, up to and including termination; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- 7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (1), (2), (3), (4), (5), and (6).

Lobbying Activities

As required by Section 1352, Title 31 of the U.S. Code, you certify that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer of Congress in connection with the awarding of any Federal contract, the making of any Federal loan, the entering into of any cooperative agreement, or modification of any Federal contract, grant, loan, or cooperative agreement;

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
3. The Undersigned shall require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

**Financial Authority, Capability
And Management**

By signing the assurances form, the duly authorized representative certifies that you will comply with the assurances pertinent to all applicants and to programs for which you are applying.

All recipients of Federal funding are required to assure that the recipient:

Has the legal authority to apply for Federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.

Right of Access to Review Records

Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

Conflict of Interest

Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

Time Management

Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

**Standards for Merit System of
Personnel Administration**

Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).

Non-Discrimination Statutes

Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of

alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

Uniform Relocation Assistance And Real Property Acquisition

Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

Labor Standards for Construction Sub-Agreements

Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a and 276a-77), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction sub-agreements.

Flood Insurance and Disaster Protection Act

Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

Environmental Standards

Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190 and Executive Order 9EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in flood plains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.) ; (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

Wild and Scenic Rivers Act	Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
National Historic Preservation Act	Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
Human Subjects Research	Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
Laboratory Animal Welfare Act	Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
Lead-Based Paint Poisoning Act	Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
Financial and Compliance Audits	Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984 as amended by the Single Audit Act Amendments of 1996, and OMB circular a-133, Audits of States, Local Governments and Non-profit Organizations.
Fiscal Audits and Program Evaluation	Will keep such records and provide such information to the Corporation with respect to the program as may be required for fiscal audits and program evaluation.
Non-Displacement of State Funds	Will not use the assistance to replace State and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
Age Appropriate Learning Components	Will develop an age-appropriate learning component for participants in the program that includes a chance for participants to analyze and apply their service experiences.

Non-Duplication of Existing Program

Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.

Grievance Procedures

Will comply with the Notice, Hearing, and Grievance Procedures found in § 176 of the Act.

Consultation with Labor Organizations

Will, prior to the placement of a participant, consult with the appropriate local labor organization, if any, representing employees in the area who are engaged in the same or similar work as that proposed to be carried out by the program, to prevent the displacement and protect the rights of those employees.

Non-Displacement of Workers

Will comply with the non-displacement rules found in § 177 (b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will infringe on the promotional opportunity of an employed individual; an Ameri-Corps participant shall not perform any services or duties or engage in activities that (1) would otherwise be performed by an employee as part of the services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; or (4) have been performed by or were assigned to any presently employed worker, an employee who recently resigned or was discharged, an employee who is on leave, an employee who is on strike or is being locked out, or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.

CERTIFICATION SIGNATURE

NOTE: This form must be signed and included in the application
Before you start: Before completing certification, please read the
Certification Instructions.

SIGNATURE: By signing this Certification page, the applicant certifies that it will
agree to perform all actions and support all intentions in the
Certification sections of this application.

The three Certifications are:

- Certification: Debarment, Suspension, and
Other Responsibility Matters
- Certification: Drug-Free Workplace
- Certification: Lobbying Activities

Organization Name: _____

Project Name: _____

Name and Title of Authorized Representative: _____

Signature: _____

Date: _____

ASSURANCES SIGNATURE

NOTE: This form must be signed and included in the application.
By signing this assurances page, the applicant certifies that it will agree
to perform all actions and support all intentions in the Assurances
section.

Organization Name: _____

Project Name: _____

Name and Title of Authorized Representative: _____

Signature: _____

Date: _____

CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

I the undersigned authorized official, hereby certify that the applying organization/agency has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is by reference, part of this application.

Signature of Authorized Official

Date

Name and Title

CERTIFICATION THAT A CURRENT STATEMENT OF ASSURANCES GRANT PROGRAM IS ON FILE

I, the undersigned authorized official, hereby certify that the applying organization/agency has a current Standard Statement of Assurances Grant Programs on file with the Connecticut State Department of Education. The Standard Statement of Assurances Grant Program is, by reference, part of this application/RFP.

Signature of Authorized Official

Date

Name and Title

